



Closing the CRT Loophole in the Proposed CRT Ban Bill

April 2, 2022

Analysis

The American Heritage Association (AHA) is recommending an amendment to House Bill 5183 (CRT ban bill) which would unequivocally prohibit instruction and materials aligned with the 1619 Project. This amendment is essential because the bill, as currently written, **DOES NOT** prohibit teaching that the United States was founded on oppression, that the American Revolution was fought to protect oppression or that the history of the United States is defined by oppression. These concepts are championed by Critical Race Theorists and have been debunked and discredited by notable historians (See page 2).

Social Studies/History is the primary subject in which CRT is injected into the classroom. Failure to directly address this issue will result in a large gateway for CRT to continue to enter our education system.

While subsection 52-29-620(D) requires “impartial instruction”, the term is subjective and could be interpreted as permitting the use of DISCREDITED narratives and DEBUNKED statements including the 1619 Project. Presenting two sides of an issue is impartial but presenting discredited propaganda as history is educational malpractice. This amendment makes that distinction clear.

AHA Proposed Amendment Language

Amend Subsection 52-29-620(D) to Read: Instruction or instructional materials which create a narrative that the United States was founded for the purpose of oppression, that the American Revolution was fought for the purpose of protecting oppression or that United States history is a story defined by oppression is hereby prohibited. Notwithstanding subsection (A), LEAs are not prohibited from including concepts as part of a course of instruction, in a curriculum or instructional program, or through the use of supplemental instructional materials if those concepts involve:

- (1) the history of an ethnic group, as described in the South Carolina State Standards and instructional materials adopted pursuant to the South Carolina Code of Regulations 43-70 41 (Textbook Adoption);
- (2) the impartial discussion of controversial aspects of history; or
- (3) the impartial instruction on the historical oppression of a particular group of people based on race, ethnicity, class, nationality, religion, or geographic region.

Partial List of Notable Academics Who Object to the 1619 Project based on Factual Inaccuracies¹

William B. Allen, Professor of Political Philosophy, James Madison College, Michigan State University.

Larry P. Arnn, President, Hillsdale College.

James Ceaser, Professor of Politics, The University of Virginia.

John Ellis, Professor emeritus of German literature at the University of California, Santa Cruz.

Burton Folsom, Distinguished Fellow, Hillsdale College.

Mark David Hall, The Herbert Hoover Distinguished Professor of Politics, George Fox University.

Victor Davis Hanson, The Martin and Illie Anderson Senior Fellow at the Hoover Institution.

Charles Kesler, Professor of Government at Claremont McKenna College and Claremont Graduate University.

Roger Kimball, Editor and Publisher, *The New Criterion*; Publisher, Encounter Books.

Stanley Kurtz, Senior Fellow, Ethics and Public Policy Center.

Glenn Loury, The Merton P. Stoltz Professor of the Social Sciences, Department of Economics, Brown University.

Phillip W. Magness, Senior Research Fellow, American Institute for Economic Research.

Myron Magnet, Editor-at-Large, *City Journal*, The Manhattan Institute.

Wilfred M. McClay, The G.T. and Libby Blankenship Chair in the History of Liberty, University of Oklahoma.

Lucas Morel, The John K. Boardman, Jr. Professor of Politics, Washington and Lee University.

Paul Moreno, The William and Berniece Grewcock Chair in Constitutional History, Hillsdale College.

Robert Paquette, Founder, Alexander Hamilton Institute for the Study of Western Civilization.

Paul Rahe, Professor of History, and Charles O. Lee and Louise K. Lee Chair in the Western Heritage, Hillsdale College.

Colleen Sheehan, Professor of Political Science, Villanova University.

Peter Wood, President, National Association of Scholars.

Jean Yarbrough, Professor of Government and Gary M. Pendy, Sr. Professor of Social Sciences, Bowdoin College.

Richmond B. Adams, Independent Scholar; Former Department of English, Foreign Languages, and Humanities, Northwestern Oklahoma State University.

Jonathan J. Bean, Professor of History, Southern Illinois University; Research Fellow, Independent Institute.

Angelo M. Codevilla, Emeritus Professor of International Relations, Boston University; Senior Fellow, Independent Institute.

Williamson M. Evers, Senior Fellow and Director, Center on Educational Excellence, Independent Institute.

William F. Shughart II, J. Fish Smith Professor in Public Choice, Utah State University; Research Director, Independent Institute.

David Theroux, Founder and President, Independent Institute.

Richard K. Vedder, Distinguished Emeritus Professor of Economics, Ohio University; Senior Fellow, Independent Institute; Member, Board of Directors, National Association of Scholars.

Graham H. Walker, Executive Director, Independent Institute.

¹ Pulitzer Board Must Revoke Nikole Hannah-Jones' Prize, National Association of Scholars, [Pulitzer Board Must Revoke Nikole Hannah-Jones' Prize by Peter Wood | NAS](#)